SCORE MODEL COACHING in the ABCD5E Learning Model to Set Learning Objectives

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| Keywords	Abstract
SCORE MODEL COACH-ING, the ABCD5E learning Model, Learning objectives	Golden Indonesia 2045 is our shared responsibility. Currently, The Ministry of Education, Culture, Research, Technology and Higher Education is improving the quality of education, including coaching competency. There are several coaching models. SCORE MODEL COACHING is the one used by the creator of the ABCD5E learning model in setting learning objectives. This writing aims to analyze how the SCORE coaching model can be used to set learning objectives in the ABCD5E learning model. The research method used is literature review study. The data used for analysis in this research is data sourced from the results of observation on ABCD5E learning model documents, interviews with creators and practitioners of the ABCD5E learning model, and national and international journals that discuss Coaching and the ABCD5E learning model. The conclusion from this research is the SCORE MODEL COACHING can be used to clarify thoughts about setting learning objectives in the ABCD5E learning model.

INTRODUCTION

Golden Indonesia 2045 is our shared responsibility. The students who are currently learning in school are the next future leaders and policymakers. They need to be prepared well. Who else if not educators prepare them, one way to prepare superior resources can be done through the education sector (Puspa et al., 2023). Some efforts are currently being made to prepare Golden Indonesia, one of them is implementing the curriculum. The implementation of the curriculum has been designed so that it can encourage every educator to develop their creativity in improving the quality of learning with the various teaching materials and media sources needed (Muharikah, 2017). Meanwhile, the PISA results show that education in Indonesia is still far behind and shows a portrait of inequality in the quality of education, while the government hopes for equality and access to education services (Aditomo & Felicia, 2018). One of the government program activities to improve the quality of educators in Indonesia is improving coaching skills. The improvement of coaching competency is carried out through learning to understand and apply module 2.3 in the driving teacher program. This is what motivates the creators of the learning model because most of the implementers in the community implementing the ABCD5E learning model have not become driving teachers. The following are the results of the field survey:

Graphic image: The Involvement of ABCD5E Community Members in the Driving Program
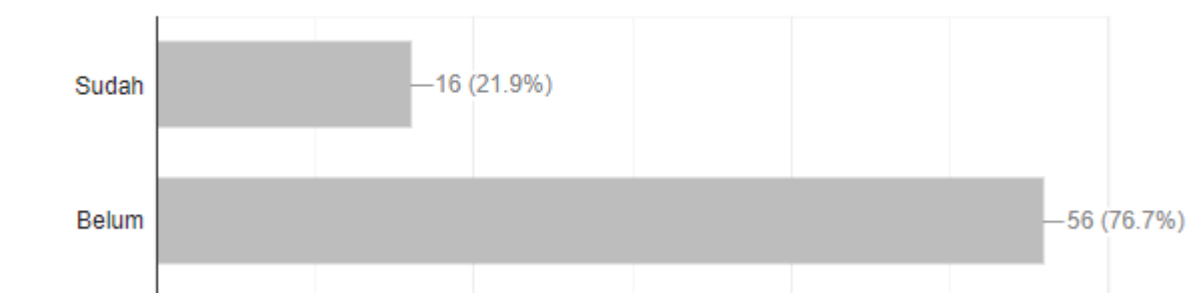
Based on the graph above, the results of the survey of the ABCD5E community found that 16 members had become driving teachers and 56 members had not yet become driving teachers. The survey results showed that there was still a large percentage of teachers/members of the ABCD5E community who had not yet opportunity to learn from the driving teacher program. This is what motivated the creators of the ABCD5E learning model to look for ways to improve the competence of ABCD5E community members. The ABCD5E learning model has the characteristic that learning objectives are an important component in planning and implementing learning. The learning objectives in this learning model are formulated operationally so that it will be easy to prepare learning steps and implement learning to achieve the learning objectives themselves (Handayani et al., 2023). The ABCD5E Community in its learning activities collaborates with the Masyarakat Coach Indonesia (MCI). MCI is an organization that develops & implements coaching competency training and courses, provides certification of professionalism in coaching competency, and manages both paid and unpaid coaching services to stakeholders. MCI is an organization that participates in preparing Indonesia's Golden Generation 2045 (Handayani, 2024). This writing presents the results of the Literature Review Study in finding the SCORE Coaching model from the MCI. The ABCD5E learning model creator, Sri Wiji Handayani uses SCORE MODEL COACHING to clarify thoughts to set clear learning objectives.

METHODS

The research stages with the scheme in Figure 1 Systematic Literature Review are carried out through 3 stages, namely planning, data collection, reporting the results of the review followed by publication. The first review stage is a systematic review based on why setting learning objectives is

important. Continued by how to set learning objectives. This review is carried out by reducing bias in research. The second stage is defining research questions for developing the review, the third stage is evaluating, the fourth stage is searching for the topic in question, the fifth stage is the research problem study selection process, and the sixth stage is an assessment focused on quality and process, the last is making a research report then discussing the results of the research and concluding, followed by a scientific publication.
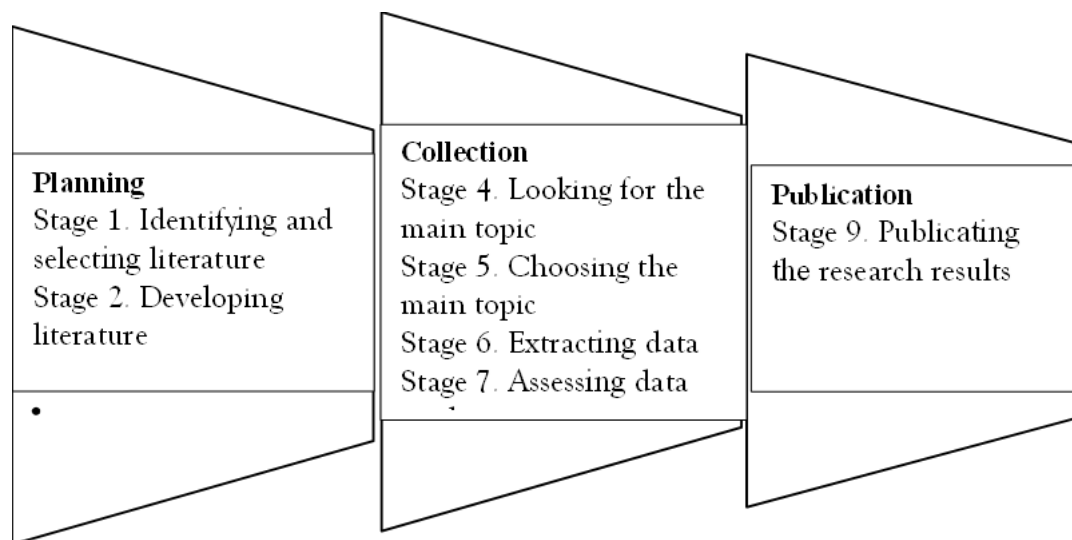
Research questions, abbreviated as RQ, are used to keep the systematic review focused on the desired search. Research Question is prepared based on the theory of PICOC, namely population, intervention, comparison, outcomes, and context (Kitchenham et al., 2009).Inclusion and exclusion criteria were used to select primary data. These criteria are shown in Table 2. Furthermore, the strategy carried out in this Systematic Literature Review (SLR) consists of a search string that is by the stages with the following development: 1) Identify search terms from PICOC, especially from Population and Intervention 2) Identify search terms from the research question 3) Identify search terms in the title, abstract, and relevant keywords. Searches for research articles were carried out in national and international journals, Google Scholar. Research questions on the literature review are presented in Table 3. Then the data is taken based on research questions in RQ 1, RQ 2, RQ 3, RQ 4 and RQ 5. Priority is given to research in the last 10 years and in accordance with research questions both from national and international publication.

Table 1. PICOC Summary

Population	:	Coaching Model, the ABCD5E Learning Model
Intervention	:	Learning Objectives, the ABCD5E Learning Model, Coaching Model, SCORE COACHING MODEL
Comparison	:	n/a
Outcomes	:	It was found that there is an appropriate coaching model in setting learning objectives
Context	:	Coaching model that can be used to set learning objectives in the ABCD5E learning model.

Table 2. Research Question on Literatur Review

Research Question		Motivation
RQ1. Which journal corresponds to research theme	:	Identify and search for journals according to the topic being researched
R Q2. Who is the researcher who has written a lot about Score Model Coaching, Learning Objectives, the ABCD5E Learning Model.	:	Identify who the researchers are in the ABCD5E learning model, Coaching,
RQ3. How SCORE MODEL Coaching can set learning objectives in the ABCD5E model	:	Identify and look for articles that support the answer to the question how SCORE MODEL COACHING can be used to set learning objectives
RQ4. What methods are used to set learning objectives	:	Identify articles that answer the question of how to set learning objectives
RQ5. What methods are used by researchers	:	Identify the methods used by the article

RESULTS AND DISCUSSION

The primary data obtained can be seen in the table 3 below:

Research Question		Results
RQ 1		*Journal of Educational Sciences, Organizational Dynamics, Journal of Indonesian Curriculum, Journal of Teacher Scientific Work, Journal of Home Page Elsevier, Journal of Early Childhood Education, Journal of Indonesian Education, Journal of Basicedu, Journal of Research, Innovation and Technology in Batang Regency, Journal of Tambusai Education, Journal Education and Learning, Journal of Software Engineering, Journal of Educational Sciences*
RQ2		Agustin, M., Pitasari, R., & Febriyanti, B. D; Evered, R. D., & Selman, J. C.; Handayani, S. W., Latiana, L., Kurniawati, Y., & Pranoto, S; Insani, K. D., Tj, H. W., Andriono; Kitchenham, B., Pearl Brereton, O., Budgen, D., Turner, M., Bailey, J., & Linkman, S; Nursarofah, N.; Pasaribu, N. H.; Puspa, C. I. S., Rahayu, D. N. O., & Parhan, M.; Riswakhyuningsih, T.; Tanggulungan, L., & Sihotang, H.; Tindangen, M., Ruchaemi, A., Mulawarman, U., & Kalimantan, S.; Wahono, R. S.; Wahyu Wulandari, O. I. P. S.
RQ3		Coaching and the Art of Management, *The Analysis of Early Childhood Learning Achievement Based on the Implementation of the ABCD5E Model in the Merdeka Curriculum.*
RQ4		Improving the Quality of Early Childhood Education through Contextual Learning with an Independent Learning Approach, the role of the Principal in the Tirta Model Coaching in the Implementation of Teacher Supervision Wahyu Wulandari, Oktavia Indah Permata Sary, Event of Indonesian Teacher Coach Community Golden Indonesia Batch 8
RQ5		Systematic literature reviews in software engineering, literature review, research and development.

Based on the results of searching on RQ1-RQ5 can be discussed as follows:

The understanding of coaching is needed to be observed. ROGER D. EVERED JAMES C. SELMAN T in his article entitled Coaching and The Art Of Management said that Coaching is not a guide player who gives instructions, trains, and guides players on certain business activities. The coaching referred to by Rodger D is the paradigm of recognizing, creating and empowering which requires a change

in thinking (Evered & Selman, 1989). According to MCI (Masyarakat Coach Indonesia) that Coaching is a process of facilitating clients to clarify goals by finding the best steps and necessary resources (Handayani, 2024)

In the search results, it was found that Coaching is very effectively applied in the world of education. This will help to improve the quality of education, and encourage students to be able to communicate, think critically, and solve problems. The implementation of Coaching in the world of education will create more interactive, communicative, and enjoyable relationships so that the teaching and learning process is more optimal (Pasaribu, 2021)

Furthermore,,,,, that Coaching can help teachers design concrete actions and improve the quality of learning. Theoretically, it is also stated that coaching encourages individuals to be responsible and autonomous towards the goals to be achieved. Coaching also improves performance, being able to explore oneself and identify the steps to be taken (Tangrollan & Sihotang, 2023)

Coaching is a form of intervention for individual development with specific targets. Practicing this coaching technique can be done through direct conversation or direct observation in the field. The coaching practice in question can also be carried out by the school principal (Wahyu Wulandari, 2022).

According to Muslikin et al, in their writing about the importance of improving performance by using peer coaching conveys that teachers are intentional. An intentional teacher is a good teacher, because this teacher will have goals to achieve in carrying out his duties, the teacher will think about how to achieve the goals set. Coaching practices can be carried out using the GROW ME model (Tindangen et al., 2021).

The GROW ME Coaching model was also used by Kristina Dian Insani et al in her research to improve teacher competence in developing assessment learning tools. This research explains the differences before and after the impact of providing dissemination of the ME Coaching Model. The success of the teachers is demonstrated by their ability to using various assessment. Various assessments are used according to learning needs (Insani et al., 2024).

Quoting from the MCI, there are 6 models of Coaching by the MCI, namely the NLP Communication model, Facilitation model, Awareness framework model, SCORE model, Change model and Resilience model (Handayani, 2024). This research focuses more on discussing the use of SCORE MODEL COACHING to set learning objectives. This is the State of the Art in this research.

Setting learning objectives is an important part of designing learning. In making a learning plan, three important things that must be stated, including learning objectives, implementation and assessment. According to Law Number 14 of 2005 article 10 paragraph 1, a professional teacher must be able to design learning objectives well (Indonesia, 2005).

According to Mely Agustin Reni Pitasari in an article entitled Analysis of Completeness in Formulating Learning Objectives for PGMI Students Semester V, she said that a teacher must be able to prepare a learning objective well. Good learning objectives can determine the extent of student competency achievements. These learning objectives will also help teachers control in determining student learning outcomes (Agustin et al., 2023)

The implementation of curriculum in Indonesia provides teachers with free space for the teaching and learning process. Teachers have the freedom to start the teaching and learning process itself. In 21st Century Reform by Sri Wiji Handayani, learning objectives include the components of Audience, Behavior, Condition, and Degree (Sri Wiji Handayani, Lita Latiana, 2021). A reference, can be found in the article written by Mrs. Tririkhwayuningsih in her article entitled Development Of Learning Objectives (ATP) In Natural Sciences Subject Class Vii Junior High School, saying that developing learning objectives includes attitudinal competency, knowledge, changes, and content that are in accordance with learning outcomes (Riswakhyuningsih, 2022).

The decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 032/H/Kr/2024 stated that the various social, cultural, economic, and resource conditions of Indonesian society must continue to provide space

for independence for education unit and its ecosystem in determining how to achieve learning outcomes by using all the potential they have (Education et al., 2024).

From various research results, coaching in the world of education is starting to be activated in Indonesia. This was done to prepare for Indonesia's golden generation in 2045. The government and organizations observing the fate of the nation's generation to take action. In the driving teacher program, coaching practices in learning are also massively discussed. Therefore, the ABCD5E Community collaborates with the Indonesian Coach Community to find the best way to prepare the Indonesia's Golden generation 2045. Through this SCORE MODEL COACHING, the creator of the ABCD5E learning model finds the best way to set learning objectives. Learning objectives are formulated based on problems found in the field. By using the SCORE COACHING MODEL, learning is based on problems that arise in the field. This is in accordance with the principle of contactual learning. Contextual learning is more meaningful because it is related to experiences in the field, events in the field, needs in the field, and children's needs in real life. (Nursarofah et al., 2022)

MCI explains that SCORE is an acronym for Symptoms, Causes, Outcomes, Resources and Effects. Symptoms are symptoms or problems currently being faced. What you see, hear, what you feel. Causes are the causes of symptoms or problems currently being faced. Outcomes are everything, both internal and external, that are able to move steps towards the goal. Effect is a situation when the problem has been resolved, is a situation when results are achieved (Handayani, 2024). SCORE is related to time. Here is a SCORE chart with its Time Zone.
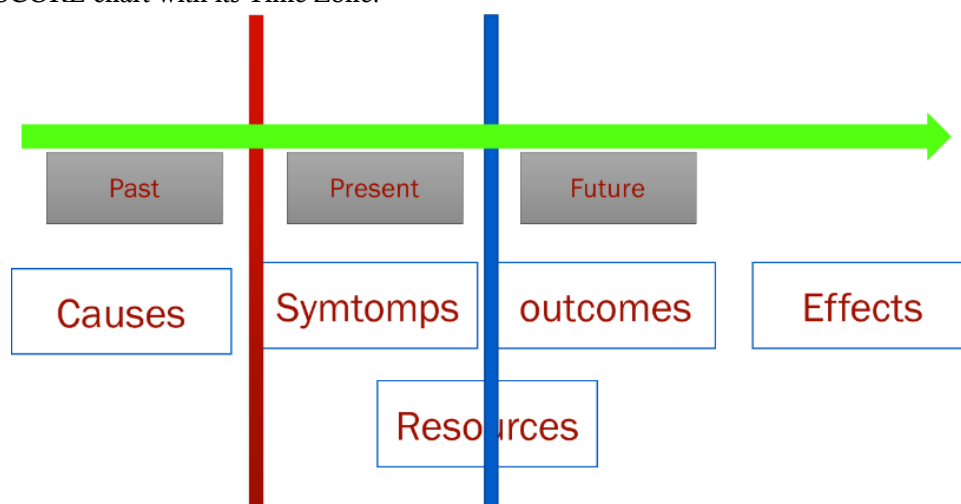
Based on the chart above, Symptoms are events that occur now, Causes are all events that occurred in the past, Outcomes are events that occur in the future, Resources are anything related to the present and future and Effects are everything that happen in the future. M Utoro, MCI in Handayani SW (Handayani, 2024). The following is a practice in setting learning objectives with SCORE MODEL COACHING:

Symptoms: some children are still waited by their parents at school
Causes: Children do not want to be left by their parents when playing at school
Outcomes: All children are independent at school without being waited on by their parents Resources: Often sing together a song called "I Can Be Independent"
Effect: Children will be more confident in calling themselves independent children

After entering the SCORE results, the learning objectives in the ABCD5E model can be set as follows: Children can develop their independence by singing the song entitled I Can Be Independent at school without their parents waiting.

The learning objectives are arranged using the ABCD formula, the audience is children, the behavior is to form independence, the condition is through the activity of singing the song I Can Be

Independent, and the degree is school without parents waiting. So learning objectives are structured operationally (Handayani et al., 2021)

CONCLUSION

SCORE MODEL COACHING is one of the coaching models from the Indonesian Coach Society (MCI). SCORE is an acronym for Symptoms, Causes, Outcomes, Resources and Effects. Symptoms are symptoms or problems currently being faced. What you see, hear, what you feel. Causes are the causes of symptoms or problems currently being faced. Outcomes are everything, both internal and external, that are able to move steps towards the goal. Effect is a situation when the problem has been resolved, is a situation when results are achieved.

SCORE MODEL COACHING makes it easier to clarify thoughts in determining learning objectives. SCORE MODEL COACHING helps set learning objectives contextually in the ABCD5E learning model. Determining learning objectives by knowing what problems occur, what the causes are, what results are expected, what methods/resources are needed and what impacts will occur if the steps and resources are determined.

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